

ED 270 - PRINCIPLES OF TEACHING SOCIAL SCIENCE 1**INSTRUCTOR**

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QUICK LINKS

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[Assignments and Grading Scheme](#)
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COURSE DESCRIPTION

This is the first of a multi-course series for Single Subject Social Science credential candidates to develop professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. In this course, we'll develop multilayered answers to 3 relatively simple questions: What are you going to teach? How are you going to teach it? And, why are you going to teach it? To do this, we'll explore current and seminal theories, discuss subject matter pedagogy, analyze standards, and develop an understanding of the planning process. Throughout, candidates will be tasked to keep all learners' personal, academic, and community assets at the forefront of their thinking and to also consider their own identity and beliefs along the way.

COURSE LEARNING OUTCOMES

- Residents can articulate and defend what they want students to know, understand and be able to do in their history classroom (based on knowledge of students, relevant standards, existing curricula, and theories like culturally sustaining pedagogy, universal design for learning and historical thinking).
 - Residents understand the affordances and constraints of the current standards and are able to consider additional ideas, content and concepts to enrich what is taught in the HSS classroom.
- Residents have an initial understanding of how to bring their vision for teaching history to life both in terms of classroom level moves they can use on Day 1 (ex: eliciting student thinking) AND in terms of using backwards design and well-designed formative and summative assessment.
 - Residents can explain the connections between a unit plan, unit assessment, lesson plan, lesson assessment, lesson objectives and lesson activities. They can explain how and why to use complex texts in their classroom. They have ideas about how to support multilingual learners in the discipline. They can explain how these elements of planning work together to help students learn content and skills and help them bring their 'why' for teaching HSS to life.
- Residents can articulate their why for teaching this discipline and are inspired to develop curricula and classroom cultures that will bring their vision for teaching HSS to fruition.

OUR VISION

Outstanding teachers and leaders change students' lives and make the world a better and more just place.

OUR MISSION

To create opportunity and cultivate success for every student by recruiting and educating excellent teachers and leaders who reflect our school communities.

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OUR CORE VALUES

- **Hope.** We believe in what is not yet realized. We bring hope to all we do.
- **Compassion.** We bring our hearts and our empathy. We listen and work to understand first.
- **Courage.** We speak up and lead with an unwavering will to do the right thing.
- **Knowledge.** We seek to learn from the lived experiences of all of our community members *and* from theories and research.
- **Collaboration.** We work together across ideas, individuals and communities to develop and work toward shared goals.
- **Excellence.** We strive relentlessly to achieve our vision.

ASSIGNMENTS AND GRADING SCHEME

Assignment	Due Date
Pework Assignment	Sunday, July 14th 2024 by 10pm
Assignment 1: Standards and Key Considerations in Teaching History/Social Science	Wednesday, July 17th, 2024 by 10pm
Assignment 2: Letters to Student and Principal - Principles of My HSS Classroom	Sunday, July 28th, 2024 by 10pm

Grading Calculations:

- Average of 4 - 3.7 on assignment: A
- Average of 3.69 - 3.5 on assignment: A -
- Average of 3.49 - 3.2 on assignment: B +
- Average of 3.19 - 2.9 on assignment: B
- Average of 2.89 - 2.6 on assignment: B -
- All assignments must be completed to get a grade in the class. Residents who do not complete this requirement will have an incomplete in the course until the work is complete.
- All assignments must earn a B- or higher to get a grade in the course. Residents who earn a C will be asked to revise in order to earn a letter grade for the course.

COURSE READINGS:

Why these texts: In this course, we'll develop multilayered answers to 3 relatively simple questions: What are you going to teach? How are you going to teach it? And, why are you going to teach it? The course readings will offer multiple perspectives on these questions and help us engage in deep discussion. Some readings are practical and technical, others are more philosophical and big picture; all will provoke thinking and discussion.

What are you going to teach?

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- Standards:
 - How standards were made:
 - [Fogo, B. \(2015\). The Making of California's History-Social Science Standards: Enduring Decisions and Unresolved Issues. *The History Teacher*, 48\(4\), 737-775.](#)
 - Sets of standards:
 - [History / Social Science Content Standards for CA](#)
 - [CCSS for ELA](#)
 - [ELD standards](#)
 - [Social Justice Standards](#)
 - Additional frameworks
 - [HSS / ELD Framework](#)
 - [Social Justice Standards](#)
 - [Ethnic Studies Model Curriculum: Chapter 1 \(Introduction and Overview\)](#)
 - [C3 Framework](#) (Pages 1-19)
 - Teaching current events / politics / relevant history for our students:
 - [Hess, Diana E. *The Political Classroom: Evidence and Ethics in Democratic Education*. New York :Routledge, 2015. \[introduction\]](#)
 - Sleeter, Christine & Zavala, M. (2020). [Chapter 1: What is All This Fuss About Ethnic Studies?](#) in *Transforming Ethnic Studies in Schools: Curriculum, Pedagogy and Research*. Teachers College Press: New York.
 - Martell, C.C. (2018). [Teaching Race in U.S. History: Examining Culturally Relevant Pedagogy in a Multicultural Urban High School](#). *Journal of Education*, 198, 63 - 77. (intro, lit review, and results of this paper)
 - [Korbey, H \(2018\). *A History in Which We Can See Ourselves*.](#)

How are you going to teach it?

- Planning level: backwards design, formative and summative assessment, connections between a unit plan, unit assessment, lesson plan, lesson assessment, lesson objectives and lesson activities.
 - Wiggins, G., & McTighe, J. (2005). [Ch. 1: Backward design](#). In *Understanding By Design* (2nd Expanded edition). Alexandria, VA: Assn. for Supervision & Curriculum Development.
- General classroom level: teaching techniques
 - [Eliciting and Interpreting Student Thinking](#)
 - [Moves to Eliciting Student Thinking](#)
- Language development specific techniques
 - [SDAIE Introduction](#)
 - [ELL/SDAIE strategies](#)
 - [Academic language functions](#)

Why are you going to teach it? / Why does it matter?

- Hess, Diana E. *The Political Classroom: Evidence and Ethics in Democratic Education*. New York: Routledge, 2015.
- [Korbey, H \(2018\). *A History in Which We Can See Ourselves*.](#)



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- Sleeter, Christine & Zavala, M. (2020). [Chapter 1: What is All This Fuss About Ethnic Studies?](#) in *Transforming Ethnic Studies in Schools: Curriculum, Pedagogy and Research*. Teachers College Press: New York
- [Wineburg, S., Martin, D., & Monte-sano, C. \(2013\). Introduction. In *Reading like a historian: Teaching literacy in middle and high school history classrooms* \(pp. ix-xii\). New York: Teachers College Press.](#)
- [Wineburg, S \(2018\). Introduction and Chapter 1. In "Why Learn History \(When It's Already on Your Phone\)" \(pp.1-30\). Chicago: University of Chicago Press.](#)

MODULE BY MODULE PLAN:

Day 1: The WHY, What, How, and Why for Teaching HSS
Monday, July 15, 2024

Read/review BEFORE July 14th:

- Hess, Diana E. *The Political Classroom: Evidence and Ethics in Democratic Education*. New York :Routledge, 2015. [introduction]
- [Korbey, H \(2018\). *A History in Which We Can See Ourselves*.](#)
- Sleeter, Christine & Zavala, M. (2020). [Chapter 1: What is All This Fuss About Ethnic Studies?](#) in *Transforming Ethnic Studies in Schools: Curriculum, Pedagogy and Research*. Teachers College Press: New York
- [Wineburg, S., Martin, D., & Monte-sano, C. \(2013\). Introduction. In *Reading like a historian: Teaching literacy in middle and high school history classrooms* \(pp. ix-xii\). New York: Teachers College Press.](#)
- [Wineburg, S \(2018\). Introduction and Chapter 1. In "Why Learn History \(When It's Already on Your Phone\)" \(pp.1-30\). Chicago: University of Chicago Press.](#)
- [Ethnic Studies Model Curriculum: Chapter 1 \(Introduction and Overview\)](#)

Objective(s):

- Residents will internalize key features of the course and start to get to know the instructor and each other
- Residents will discuss the question "why teach history" from the perspective of school systems, K12 students, and their own beliefs.

Day 2: What will you teach? Layers of 'What'
Wednesday, July 17, 2024

Read/review BEFORE July 17th:

- Standards:
 - How standards were made:
 - [Fogo, B. \(2015\). The Making of California's History-Social Science Standards: Enduring Decisions and Unresolved Issues. *The History Teacher*, 48\(4\), 737-775.](#)
 - Sets of standards:
 - [History / Social Science Content Standards for CA](#)
 - [CCSS for ELA](#)

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- [ELD standards](#)
- [Social Justice Standards](#)
- Additional frameworks
 - [Social Justice Standards](#)
 - [Ethnic Studies Model Curriculum: Chapter 1 \(Introduction and Overview\)](#)
 - [C3 Framework](#) (Pages 1-19)
- Teaching current events / politics / relevant history for our students:
 - Hess, Diana E. [The Political Classroom: Evidence and Ethics in Democratic Education](#). New York :Routledge, 2015. [introduction]
 - Sleeter, Christine & Zavala, M. (2020). [Chapter 1: What is All This Fuss About Ethnic Studies?](#) in *Transforming Ethnic Studies in Schools: Curriculum, Pedagogy and Research*. Teachers College Press: New York.
 - Martell, C.C. (2018). [Teaching Race in U.S. History: Examining Culturally Relevant Pedagogy in a Multicultural Urban High School](#). *Journal of Education*, 198, 63 - 77. (intro, lit review, and results of this paper)
 - [Korbey, H \(2018\). A History in Which We Can See Ourselves.](#)
- Muhammad, G (2023). *Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning*. New York: Scholastic. [CHAPTER 1](#)

Objective(s):

- Residents will internalize sets of standards so that they can analyze who and what is / is not represented in the standards and what this means for how they will teach their students history. They will also analyze key frameworks and approaches to the discipline to build a perspective on what to teach.
- Residents will use evidence from their own experiences, the experiences of others, and course texts to articulate beginning opinions of what they want students to know, understand, and be able to do in their history classroom. They will triangulate their ideas with the funds of knowledge all learners bring to the classroom and initial understandings about culture and language rich classrooms.
- Residents will identify desired results for their HSS classroom (UBD).

Day 3: How will you teach it? (UBD and Assessments Workshop)
Friday, July 19, 2024

Read/review BEFORE July 19th:

- Planning level: backwards design, formative and summative assessment, connections between a unit plan, unit assessment, lesson plan, lesson assessment, lesson objectives and lesson activities.
 - Wiggins, G., & McTighe, J. (2005). [Ch. 1: Backward design](#). In *Understanding By Design* (2nd Expanded edition). Alexandria, VA: Assn. for Supervision & Curriculum Development.

Objective(s):

- Residents will explain the connection between identifying the desired results in their classroom and

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determining acceptable evidence for those results (UBD).

- Residents will be able to explain what backwards design, formative assessment, and summative assessment are.
- Residents will define and gain familiarity with common modes of assessment in the history classroom. They will brainstorm how formative and summative assessments in the history classroom are or can be made accessible to language learners.
- Residents will be able to explain how a unit plan, unit assessment, lesson plan, lesson assessment, lesson objectives and lesson activities are interconnected and necessary to achieve their 'why' in teaching.

Day 4: How will you teach it? (UBD and planning for language and literacy aligned learning activities)
Monday, July 22, 2024

Read/review BEFORE July 22nd:

- [Wineburg, S., Martin, D., & Monte-sano, C. \(2013\). Introduction. In *Reading like a historian: Teaching literacy in middle and high school history classrooms* \(pp. ix-xii\). New York: Teachers College Press.](#)
- [Historical Thinking Skills Chart](#)
- [Sample discipline and literacy aligned lesson plan for analysis](#)

Objective(s):

- Residents will be able to explain (conceptually) the features of a language and literacy rich lesson plan using terms like: lesson objective, lesson product, language demands, language functions, appropriate scaffolds and supports, lesson activities, community building in the classroom.
- Residents will define disciplinary literacy and explain how and why to work with complex texts. They will be able to explain how to support students with academic language components like vocabulary and syntax.
- Residents will plan for selecting texts in history/social science, and discuss how to use historical thinking skills as one support for students making sense of the texts they choose.

Day 5: How will you teach it? (UBD and planning for language and literacy aligned learning activities)
Wednesday, July 24, 2024

Read/review BEFORE July 24th:

- Classroom level:
 - Introduction and Pgs. 169 - 178 in Walqui, A. (2006). [Scaffolding Instruction for English Language Learners](#). *International Journal of Bilingualism and Bilingual Education* 9(2), 159-180).
 - [SDAIE Introduction](#)
 - [ELL/SDAIE strategies](#)
 - [Academic language functions](#)
 - [Sample discipline and literacy aligned lesson plan for analysis](#)
- During Class: [Vignettes](#) (selection [TBD](#), includes [534-336 of ELD/HSS Framework](#))

ED 270 - PRINCIPLES OF TEACHING SOCIAL SCIENCE 1**Objective(s):**

- Residents will analyze how a specific lesson vignettes operationalize discipline-specific literacy and language learner supports, including how the teachers consider students' culture and background knowledge while developing language and literacies.
- Residents can analyze language functions, language demands, and access supports in vignettes of ELL-strategy rich HSS classrooms.
- Residents can explain what SDAIE is and match appropriate strategies in a literacy rich social science lesson.

Day 6: Why, What, How and Why for Teaching HSS
Friday, July 26, 2024

Read/review BEFORE July 26th:

- Classroom level: teaching techniques
 - [Eliciting and Interpreting Student Thinking](#)
 - [Moves to Eliciting Student Thinking](#)

[ED 271 Prework Assignment](#) Due Sunday, August 18 by 10pm**Objective(s):**

- Residents will practice a technique for genuine curiosity in their classroom as a way to operationalize supporting students with working with text in their discipline and bringing elements of the ELD framework to life in their social science classrooms.
- Residents will synthesize their learnings about what they will teach, how they will teach it and why they will teach it.
- Residents will internalize key takeaways from this course and what to expect in the Fall methods course

EXPECTATIONS AND NORMS FOR ALDER COURSES**ATTENDANCE**

Attendance and engagement is required for every course and at every session. If you have an unavoidable conflict or emergency, e-mail your course instructor(s) and program director at least one week ahead of time to describe your need, or in case of an emergency, as soon as you know you are going to miss a session. If you are experiencing an emergency and/or need extended support or accommodations, email student services at studentservices@aldergse.edu. Note that absences may result in not passing a course. You may access the full attendance and engagement policy [here](#).

ASSIGNMENTS

Residents are expected to complete all assignments on time. The effectiveness of our learning community depends on each person's consistent and thoughtful participation. Residents are encouraged to contact the

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instructor for clarification and support on assignments. Residents should also initiate discussions with peers and instructors based on their questions related to classroom experience and course content.

LATE WORK

Our expectation is that everyone will submit course assignments by the date and time they are due. If requested, assignment extensions may be granted by the course instructor. Please note, if you are granted an extension on an assignment, such that it must be submitted after the established deadline, your grade will not be penalized, but you may forfeit your entitlement to timely feedback and grades. In order for us to maintain this policy, it is important for you to be in communication with your instructors.

GRADING

All of our courses will follow [Alder's Guiding Principles for Grading](#). We will provide feedback, which is intended to engage you in a conversation about your work and guide you to continual learning and improvement of your practice. If we feel an assignment would benefit from revision to meet the course objectives, you will be offered an opportunity to rewrite, revise, or submit an addendum to what you have turned in. While we expect all residents to achieve mastery of objectives and earn grades of A, course grades, other than an A, will be earned by students who do not demonstrate mastery of the course objectives and/or meet the course expectations.

HONOR CODE

The Honor Code at Alder Graduate School of Education calls upon each student to exhibit a high degree of maturity, responsibility, and personal integrity. Students are expected to:

- act honestly in all matters
- actively encourage academic integrity
- discourage any form of cheating or dishonesty by others
- inform the instructor and appropriate university administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Academic Honesty Policy has occurred.

Violations will be referred to and investigated by the Office of Student Services. If a student is found responsible, it will be documented as part of her or his permanent academic record. A student may receive a range of penalties, including failure of an assignment, failure of the course, suspension, or dismissal from the Institution. The Academic Honesty Policy is located online at <http://www.aldergse.edu>.

CHATGPT AND GENERATIVE AI TOOLS USAGE STATEMENT

At Alder Graduate School of Education, we value our students to develop critical thinking skills to be successful graduate students and teachers. We also value experimentation and the usage of tools to facilitate the development of that critical thinking. If your instructor allows you to use such AI tools and if you choose to use tools like ChatGPT for your class work, then you must indicate that you have used such tools to support your work according to the following guidelines:

1. Cite the AI tools that you used to support your reasoning, reading, and writing processes in APA format in the reference section, last page. ([see here on citing generated AI responses in APA format](#))
2. If you use AI tools to generate responses, please quote or paraphrase the AI-generated response (in your own words). ([see this short video on paraphrasing ideas in your writing](#))

These tools are not meant to replace your own learning but rather to be used responsibly and to enhance your own learning and engagement with course assignments, reflections, and texts, and in alignment with [Alder Graduate School of Education's Academic Honesty Policy](#).

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Alder Graduate School of Education bears no responsibility for the usage of ChatGPT and other AI tools and its potential misinformation and content generated on this third-party site.

STUDENT CODE OF CONDUCT

Alder GSE strives to sustain an environment that is suitable for learning and maintain a climate that is safe, inclusive, and equitable. Professional courtesy and sensitivity, as a student and educator, are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the [Student Code of Conduct](#).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you are a student with a disability who requires accommodations for your disability in this class, and have not previously done so, please contact the Director of the Office of Student Services (OSS) for information on how to request accommodations. For more information see the [Disability and Accommodation Procedures](#).

To ensure timeliness of services, it is preferable that you obtain the accommodation prior to the start of the term. Upon submission of the request form, the Student Services team works to establish the accommodation as soon as possible. After the instructor receives the accommodation letter, please know there will be a meeting with the instructor and Director of Student Services to arrange the accommodation(s).

Please contact the Office of Students Services at studentservices@aldergse.org.

PRONOUNS (RECOMMENDED LANGUAGE)

Knowing and applying the names and pronouns that students use is a crucial part of developing a productive learning environment that fosters safety, inclusion, personal dignity, and a sense of belonging across campus. Please let me know your preferred name and pronoun anytime throughout the semester.

STUDENT WORK NOTICE

Copies of student work may be retained to assess how the learning objectives of this course are being met.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS AND ALDER LEARNING OUTCOMES

Teaching Performance Expectations Introduced (I), Practiced (P), and Assessed (A) in this course	Alder Student Learning Outcomes Introduced (I), Practiced (P), and Assessed (A) in this course
<p>1.1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (I)</p> <p>1.2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support</p>	<p>1A) Residents will be able to articulate, analyze, and evaluate varying theories of teaching and learning that elucidate the context, history, tensions, and leading edges of K-12 public education. (I, P, A)</p>

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students and families, and to communicate achievement expectations and student progress. (I)

1.8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning. (I)

2.5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom. (I)

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. (I)

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (I, P, A)

3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. (I)

3.3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (I)

3.6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. (I)

4.1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. (I)

4.7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. (I)

5.1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. (I, P)

5.2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (I)

5.3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback. (I)

5.4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. (I)

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (I, P)

6.2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and

1B) 3Residents will be able to plan and design learning experiences for all students influenced by considerations of state-adopted standards, student learning needs, curriculum, data, and learning theory. (I, P, A)

3B) Residents will be able to establish and maintain a safe, tolerant, and effective classroom culture that provides a welcoming forum for student expression, positively encourages all students' cognitive growth, and facilitates rigorous, engaging instruction.

3C) Residents will demonstrate rigorous content knowledge for teaching and pedagogical skills that foster success for all students through differentiated instruction

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negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (I,P, A)

6.7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance. (I,)

English Language Development in Relation to Subject-Specific Pedagogy

Single Subject Specific Pedagogical Skills: They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted standards for students.

Single Subject Specific Pedagogical Skills: Beginning teachers should use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about the past, help students understand advanced economic principles and personal financial literacy, and improve their ability to make reasoned decisions based upon evidence.

Single Subject Specific Pedagogical Skills: Beginning teachers help students understand that these disciplines play a vital role in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence.

Single Subject Specific Pedagogical Skills: They teach students how social science concepts and themes provide insights into historical periods and cultures.

Single Subject History: Beginning teachers should help students engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues.

Single Subject History: Additionally, beginning Single Subject History-Social Science teachers connect understandings of people, events, and debates to broad themes, concepts and principles; and they relate history-social science content to broader contextual understandings so that students better understand their current world.

Subject Specific Pedagogical Skills for History: Beginning teachers also teach students to write argumentative and expository text in the content area.

Subject Specific Pedagogical Skills for History: Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.